DOCUMENT RESUME

ED 409 692 EC 305 740

TITLE	Alberta Associations for Bright Children Members' Handbook.
INSTITUTION	Alberta Association for Bright Children, Edmonton.
PUB DATE	Jun 97
NOTE	17p.
AVAILABLE FROM	Alberta Association for Bright Children, Room 1280, 6240-113 Street, Edmonton, Alberta T6H 3L2, Canada; telephone: 403-422-0362; fax: 403-413-1631.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Advocacy; *Educational Legislation; *Educational Strategies; Elementary Secondary Education; Foreign Countries; *Gifted; Individualized Instruction; Organizations (Groups); Outcomes of Education; *Parent Associations; Parent Education; *Parent Teacher Cooperation; Resource Materials; *Student Placement; Talent Identification; World Wide Web
IDENTIFIERS	Alberta

ABSTRACT

This handbook is designed to provide information to parents of gifted children in Alberta, Canada. The handbook outlines the mission and objectives of the Alberta Associations for Bright Children and describes the structure of the non-profit organization. The booklet then addresses: (1) the characteristics of gifted children; (2) the rights of children with special needs; (3) Alberta educational resources on statutory and regulatory requirements (describes current requirements for gifted education and Individualized Program Plans); (4) funding mechanisms for special education services to gifted children; (5) accountability for educational results (discusses provincial requirements for annual education results reports); (6) options for meeting the educational needs of gifted children; (7) recommendations for establishing and maintaining a positive relationship with a child's teacher; and (8) advocacy for gifted education. Most sections list print and organizational resources that parents can obtain or contact for more in-depth information, including Websites. The last section lists additional resource organizations for parents of gifted children in Alberta. (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EC

ED 409 692

Member's Handbook

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✔ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

D. Chinchilla

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

June 1997

Alberta Associations for Bright Children
Room 1280, 6240–113 Street
Edmonton, AB T6H 3L2

☎(403) 422–0362
Rite ☎ #: Toll free in Alberta: 310–0000 ask for 422–0362
Fax: (403) 413–1631

e-mail: aabc@freenet.edmonton.ab.ca

website: www.freenet.edmonton.ab.ca/aabc

EC 305740

BEST COPY AVAILABLE

Table of Contents

ALBERTA ASSOCIATIONS FOR BRIGHT CHILDREN 1

MISSION AND OBJECTIVES OF AABC 1
STRUCTURE OF AABC 1

CHARACTERISTICS OF GIFTED CHILDREN 2

GIFTED EDUCATION IN ALBERTA 3

RIGHTS OF CHILDREN WITH SPECIAL NEEDS 3
ALBERTA EDUCATION RESOURCES 3
Policy, Regulations and Forms Manual 3
Individualized Program Plans 4
Guide to Education for Students wtih Special Needs 5
Partners During Changing Times 5
Teaching Students who are Gifted and Talented 6
General 6
FUNDING 6
ACCOUNTABILITY 7

OPTIONS IN EDUCATION 8

TALKING TO EDUCATORS 9

ADVOCACY 10

RESOURCES FOR PARENTS 11

ALBERTA ASSOCIATIONS FOR BRIGHT CHILDREN 11
The Bright Site 11
Website 11
Adult Education 12
Children's Activities 12
GIFTED EDUCATION IN ALBERTA — WEBSITE 12
CENTRE FOR GIFTED EDUCATION (UNIVERSITY OF CALGARY) 13
GIFTED AND TALENTED EDUCATION COUNCIL — THE ALBERTA TEACHERS' ASSOCIATION 13
SAGE CONFERENCE 14
SPECIAL EDUCATION BRANCH, ALBERTA EDUCATION 14

Alberta Associations for Bright Children (AABC)

This handbook provides information to parents of bright children. The Alberta Associations for Bright Children (AABC) is a voluntary, non-profit organization which welcomes as a member anyone interested in the education and support of bright/gifted and talented children.

Mission and Objectives of AABC

The mission of AABC is to advance education by informing, advocating and supporting the social and emotional development, legal rights and general well-being of bright, gifted and talented children in Alberta. This will be accomplished in collaboration with our partners in the education community. To do this is to benefit education in Alberta generally as the parts make up the whole.

The objectives of AABC are:

1. To provide an organization to focus, direct and strengthen the efforts of all Albertans towards meeting the needs of bright/gifted and talented children.
2. To create a greater public awareness, understanding and acceptance of the needs of bright, gifted and talented children.
3. To promote and develop early recognition and appropriate educational, social, and recreational programs for bright, gifted and talented children.
4. To promote legislation, research, scholarships and training of personnel in the field of gifted education.
5. To provide liaison between membership and provincial government as well as other appropriate organizations.
6. To determine the needs of children who are bright, gifted or talented and the needs of their teachers and parents and to promote and develop services to meet these needs.
7. To carry out such projects and undertakings as may be necessary to accomplish the above objectives.

Structure of AABC

The first Association for Bright Children in Canada began in Toronto, Ontario in 1974 as a non-profit advocacy group of educators and parents. In 1979, a group called Parents for the Education of the Gifted was organized in Calgary in support of an identification programming initiative of the Calgary Board of Education. Six months later, an Edmonton advocacy group formed a chapter of the Ontario ABC in response to dissatisfaction

with the provisions for gifted children in the schools. Many similar chapters subsequently started up throughout Alberta and in 1983, AABC was incorporated as a provincial umbrella group.

Today, in addition to the provincial group, there are active chapters in Calgary and Edmonton and network groups operate in St. Albert, Drumheller, Red Deer and Lethbridge.

Among other activities, the AABC provincial group publishes the AABC newsletter, coordinates discussions with the provincial government and participates in the organization of the annual conference of the Society for the Advancement of Gifted Education (SAGE).

The AABC bylaws provide for several membership categories:

- individual
- local chapter
- network group
- independent Alberta association.

Member groups respond primarily to local priorities through activities such as meeting with local school boards, providing adult education programs and children's activities, and appointing delegates to attend provincial executive meetings and the annual general meeting of AABC. Each member group negotiates its unique agreement with AABC by communicating in writing with the provincial Membership Secretary.

Characteristics of Gifted Children

A comprehensive discussion of the definition of giftedness is beyond the scope of this handbook. A child may display exceptional ability or achievement in any one or more of these areas: intellectual, physical, social, emotional or spiritual. Another child may have a wonderful balance of such gifts. High potential or achievement may also be present in the domains of specific academic aptitude, creative or unusual thinking, and visual or performing arts.

Articles are on file in the Bright Site which list characteristics of gifted children. If you think your child is gifted, an excellent introductory pamphlet – *The Most-Asked Questions About Gifted Children* (Fehrle, Duffy & Schulz, 1992) — discusses the special problems of gifted children and provides insight into possible solutions. This pamphlet may be purchased from the Bright Site.

Gifted Education in Alberta

Rights of Children with Special Needs

Alberta Education is the government department responsible for elementary and secondary education in Alberta.

The current educational rights of Alberta students with exceptionalities are set out in section 29 of the *School Act*, which states:

> 29(1) A board may determine that a student is, by virtue of the student's behavioral, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics, a student in need of a special education program.
>
> 29(2) Subject to section 30, a student who is determined by a board to be in need of a special education program is entitled to have access to a special education program provided in accordance with this Act.
>
> 29(3) Before a board places a student in a special education program it shall: (a) consult with the parent of that student, and (b) where appropriate, consult with the student.

Many local libraries have a copy of the *School Act*. It can also be purchased from the Queen's Printer Bookstore at (403) 427–4952 in Edmonton or (403) 297–8450 in Calgary.

There are also a number of regulations in force under the *School Act* which provide for such matters as funding, student evaluation and home education.

Alberta Education Resources

Alberta Education has produced numerous resources to assist educators and administrators with the interpretation of applicable statutory and regulatory requirements and to provide direction as to the procedures to be followed in a wide range of areas of schooling.

Policy, Regulations and Forms Manual

Website: http://ednet.edc.gov.ab.ca

This manual includes all Alberta Education policies, including those relating to Special Education. The policy — *Educational Placement of Students with Exceptional Needs* — describes procedures governing the placement and education of all students who have been identified by a school board to have exceptional

needs. Parents of any student with exceptional needs should read this policy with care. For example, the policy states:

> School boards are responsible for ensuring that students with exceptional needs receive adequate special education programs; have access to the most enabling setting that meet their needs; have regular opportunities to interact with their peers, to enjoy the life of the school and to participate in local community activities; and have access to specialized classes and services as required.

The policy also states: "All students with exceptional needs, from severely disabled to the gifted and talented, require an IPP". An "IPP", or Individualized Program Plan, is a "concise plan of action, designed to address the student's special needs".

Individualized Program Plans

Available for browsing at the Bright Site telephone (403) 422–0362; available for purchase from the Learning Resources Distributing Centre telephone (403) 427-5775 or online http://ednet.edc.gov.ab.ca/lrdc.

Produced in 1995, *Individualized Program Plans*, includes the following information:

> An IPP is a written commitment of intent by an educational team. It is meant to ensure the provision of appropriate programming for students with special needs and to act as a working document. It also provides a record of student progress. Modifications in programming to meet the educational needs of students should be reflected and documented in each student's individualized program plan.
>
> Preparation of the IPP provides the opportunity for parents, teachers, school-based administrators and others involved with the student to address the learning needs of the student. The school administrator has the responsibility of ensuring that the IPP is prepared and maintained.
>
> The IPP is a mandatory requirement of Alberta Education and should include the items presented in the following:
>
> - assessed level of educational performance
> - strengths and areas of need
> - long-term goals and short-term objectives
> - assessment procedures for short-term objectives
> - special education and related services to be provided
> - review dates, results and recommendations
> - relevant medical information
> - required classroom accommodations (any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment)
> - transition plans
>
> An IPP should describe what the student knows and can do, what and how the student should learn next, where the instruction will take place,

> who will provide it, how long it may take and what the student will do to demonstrate learning.

There are sample IPP's available for browsing at the Bright Site.

Guide to Education for Students with Special Needs
Website: http://ednet.edc.gov.ab.ca; complimentary print copy available from Special Education Branch at (403) 422-6326; toll free in Alberta 310–0000; or e-mail bmorban@edc.gov.ab.ca.

This guide is clearly written and describes Alberta legislation and policy relating to the education of students with special needs, including the gifted and talented. It sets out Alberta Education's program and delivery requirements in specific areas such as school board policy and procedures, screening for early identification, referrals, assessment, placement, program outcomes, transition planning, and dispute resolution and appeals. Of particular note is Alberta Education's current definition of gifted and talented:

> The student who is gifted and talented is one who by virtue of outstanding abilities is capable of exceptional performance. This is a student who requires differentiated provisions and/or programs beyond the regular school program to realize his or her contribution to self and society.

The guide states that a student capable of exceptional performance is one who demonstrates achievement and/or potential ability in one of several areas: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts and psychomotor ability. The descriptions of each of these categories of giftedness may be extremely helpful to parents in their discussions with teachers and administrators.

Partners During Changing Times: An Information Booklet for Parents of Children with Special Needs
Complimentary print copy from Special Education Branch at (403) 422-6326; toll free in Alberta 310–0000; or e-mail bmorban@edc.gov.ab.ca.

This booklet provides a general overview of how parents can be involved in the education of their children with special needs. It outlines the roles and responsibilities of parents, the school's rights and responsibilities, relevant legal parameters and funding sources to support the delivery of special education programs and services. It is an important resource which outlines dispute resolutions and the appeal process.

Teaching Students who are Gifted and Talented
Currently under development by the Special Education Branch in consultation with writers from Calgary Board of Education, ABC Charter in Calgary and Centre for Gifted Education, University of Calgary, this resource is scheduled for release in mid-1998. Once it is published, a copy will be available for browsing at the Bright Site.

General
Contact the Communications Branch of Alberta Education in Edmonton at (403) 427-2285 for information on how to obtain a copy of these publications.

Charter Schools Handbook (April 1995)
This resource includes information about the definition of a charter school, how to apply for charter school status, operating requirements, application procedures, and regulatory requirements.

School Councils Handbook (June 1995)
This resource includes information about the definition of a school council, roles and responsibilities, planning and conducting council meetings, communication and resolving conflict, finances, by-laws and resources.

Funding

Alberta Education states that school boards are responsible for meeting the special education needs of their resident students.

Alberta Education provides funding to school jurisdictions to serve students with special needs. Although the funding is calculated on a per student basis, school jurisdictions decide how and where to apply the funds. For example, some boards pool their funds and then redistribute the funds to schools by taking into consideration numerous factors including the unique student population of each school; i.e., the number of special needs students in the school.

Boards must ensure that funding is allocated to schools on an equitable and fair basis. Boards have the funds, authority and obligation to provide the programs and services to meet the special educational needs of all students, including those who are gifted and talented.

Accountability

Guide for Developing School Board Three-year Education Plans and Annual Education Results Reports

Website: http://ednet.edc.gov.ab.ca/educationsystem/jpr/guide.html

This 1997 guide is a revision to the *Accountability in Education Policy Framework* released in June 1995. This manual provides the provincial requirements for school board three-year education plans and annual education results reports.

The elements in the plan are inter-related and contribute to developing a three-year plan for a school board. The plan uses information about what and where a school board is (mission, mandate, beliefs, profile, issues and trends) to help determine where the school board would like to be (vision, goals, results), how achievement will be assessed (performance measures), and what actions will help achieve the desired goals (strategies).

School boards are required to address the following goals, results and performance measures in their education plans:

Goal 1:	Education is focused on what students need to learn and students achieve high standards.
Goal 2:	Parents and the community have the opportunity to be involved in the governance and delivery of a restructured education system.
Goal 3:	Students have access to the services they require.
Goal 4:	Teaching in Alberta consistently is of high quality.
Goal 5:	Information technology is integrated into education to enhance student learning, and increase efficiency and flexibility of delivery.
Goal 7:	Ensure that the education system is open and accountable for achievement of results and use of resources.

The Annual Education Results Report (AERR) is designed to highlight progress, accomplishments and results achieved based on the past year's education plan. Reporting the results achieved is an important part of the accountability cycle; reporting demonstrates achievement, efficiency, effectiveness, and value-for-money spent.

School board plans and results reports are public documents. The complete plan and report are to be available for public review in the jurisdiction office and school.

Options in Education

Gifted children differ from other children in the nature of their interests, the depth of their understanding and the speed with which they are able to complete assignments and master new information. They may thrive on complexity rather than simplicity. In a regular classroom setting, these differences can lead to difficulties including boredom, apathy, frustration, anger, hypersensitivity, isolation and depression.

The current policy of Alberta Education includes regular classroom placement as the educational option of first but not only choice. This places the onus on parents, teachers and administrators to determine if another option is required for the exceptional child.

There are many options for meeting the educational needs of gifted children and research supports benefits for each of the different options. When a gifted child's needs are not met in a regular classroom, parents must educate themselves as to the various options and work in partnership with teachers and school administrators to meet the specific needs and develop the exceptional potential of each gifted child.

The following are some of the possible alternatives:

- acceleration — progressing at a faster rate or starting at a younger age than typical
- compacting — permitting students who already know what is being taught to work on more challenging tasks
- pull-out programs or part-time grouping for small groups of gifted learners
- grouping students from the same or different grades by subject matter competency or interests
- differentiating curriculum for groups or individual gifted learners
- extended day programs which include special classes for gifted students before or after normal school hours
- year-round schooling
- special seminars
- independent studies
- student/teacher contracts
- home schooling
- charter schools for gifted students
- mentorships inside or outside school for gifted students with specific passions

There is considerable discussion surrounding the merits of some of these options. Articles are housed at the Bright Site which discuss these options.

Talking to Educators

Alberta schools are fortunate to have many dedicated and well-trained teachers and administrators. When bright, gifted and talented students thrive in regular classrooms, it is often largely as a result of the sensitivity, creativity and individual attention of their teachers. Other factors may also help, such as small class size or the presence of other gifted children in the class. In such cases, the child experiences the benefits of academic stimulation as well as time spent with age peers.

You may find the following suggestions helpful for establishing and maintaining a positive relationship with your child's teacher:

- Seek information and keep an open mind. Learn as much as you can about your child's needs and learning styles, whether visual, tactile, verbal, logical, etc. Learn about the issues involved in the education and social and emotional development of gifted children. You know your child best and you have primary responsibility for your child's development and education. Remember that your child needs individual attention and the focus of many classrooms is group attention.

- Consider your child's teacher to be your partner in your child's education. Children often behave differently at school than at home. Ask your child's teacher questions and convey to the teacher information about your child early in the school year.

- Inform the teacher of personal matters at home which may affect your child's behaviour or performance at school such as upcoming extracurricular competitions or extended sleeping difficulties.

- Keep a file of information about your child. Record any important events in your child's academic progress or personal development, and keep in the file all report cards, psychological test results, correspondence relating to your child's education, records of phone calls and notes of meetings.

- Try to anticipate needs. Discussing concerns promptly may avoid major problems or confrontations later. If problems do

arise, be concise and specific about your concerns and your child's needs. Where possible, request specific action rather than merely raising complaints. You may find it helpful to write out your concerns prior to meeting with the teacher; this can help separate emotions from the issues to be addressed. You may also find it helpful to have your child assessed formally by a psychologist. There are numerous articles at the Bright Site on identification of giftedness, which describe the purpose of testing as well as the varied tests available.

- Remember that teachers are human too. Try to keep your sense of humour and acknowledge any special efforts made by the teacher to understand or help your gifted child. Offer to help by finding supplemental materials or by contacting others who can provide enrichment experiences for the whole class, not just your child.

- Discuss your child's special needs first with the teacher, then, if necessary, the principal.

Advocacy

It is important to consult with other parents of gifted children for support and to effect change at the school level. Raise your concerns with the school council, keeping in mind there are myths and stereotypes you may have to overcome in trying to win the support of other parents. Determine whether a consultant or mediator could be brought in to assist. Also establish and maintain contacts with school trustees, who play an important role in general programming decisions and financial allocations.

If you are still unable to resolve your concerns with the school, it may become appropriate to change schools. *Partners During Changing Times* (see page 5) published by the Special Education Branch is a resource which discusses your rights and outlines the steps to take with respect to dispute resolution.

Another valuable resource is the *Parent Guide to Student Placement Appeals in Alberta* (1992), published by the Learning Disabilities Association of Alberta. It contains checklists and sample forms and letters of assistance to anyone contemplating a formal appeal of the decisions of school officials. The guide can be purchased from the LD Association in Edmonton by calling (403) 448-0360. A copy is available for browsing at the Bright Site.

Another valuable resource is the *Advocacy Manual* (1988) also published by the LD Association. It contains extensive helpful suggestions on many topics relevant to parents of gifted children including dealing with the school system, communication skills, and getting information in writing.

Resources for Parents

The following are some important resources for parents of gifted children in Alberta.

Alberta Associations for Bright Children

The Bright Site

The Bright Site is a resource room operated by AABC:

- Room 1280, 6240-113 St., Edmonton, Alberta T6H 3L2
- Telephone: (403) 422-0362; RITE Line: toll-free in Alberta call 310-0000 and ask for 422-0362
- Fax:(403) 413-1631
- e-mail: aabc@freenet.edmonton.ab.ca
- website: http://www.freenet.edmonton.ab.ca/aabc

The Bright Site is open to the public *18 hours* per week most weeks of the school year. The answering machine message indicates hours of availability of the coordinator.

The resource materials at the Bright Site include books, videos, audio tapes and journals relating to giftedness. AABC maintains a library of reprints of journal articles covering a wide range of topics. Individual reprints may be purchased at the Bright Site in person, by mail or by e-mail.

Additional detailed information can be obtained from the Bright Site, including information on inclusive education, Alberta charter schools for the gifted (Elk Island and Calgary), and noteworthy school programs, such as the Academic Challenge program of the Edmonton Public School Board and the GATE program of the Calgary Board of Education.

Website

http://www.freenet.edmonton.ab.ca./aabc

The site is updated regularly. Includes information about:

- AABC Executive
- Activities
- The Bright Site
- Local Chapters and Network Groups of AABC

- Other Resources for Parents and Educators
- Links to Other Sites
- Upcoming Events

Adult Education

In addition to the annual SAGE Conference described on page 14 parents may find it helpful to attend lectures in AABC's Brighter Horizons series, which are given by experts on specific subjects of interest to parents and educators of bright/gifted and talented children.

The AABC chapters in Calgary and Edmonton also conduct adult education series during the school year. As well, these chapters have specific parent support groups which meet regularly on various topics.

Children's Activities

In addition to the Youth Strand activities held in conjunction with the SAGE Conference, the Edmonton and Calgary chapters of AABC provide enrichment programs for elementary school-aged children and preschool groups (Super Saturdays) and junior high groups (Discovery Groups).

A list of interesting and challenging summer camps throughout Alberta is also maintained at the Bright Site.

Gifted Education in Alberta — Website

http://www.educ.ucalgary.ca/altagift

This site is designed to help parents find out about what's happening for gifted children throughout the province of Alberta.

To date, there are links to:

- associations and organizations (both within and outside Alberta)
- school programs in Alberta (policy statements and program descriptions from Alberta school districts)
- special and alternative schools for the gifted (Alberta schools which focus specifically on gifted and/or talented students)
- out-of-school programs for kids (a continually changing list of programs and organized activities of particular appeal to gifted students)
- resources (links to resource centres in Alberta and elsewhere, and reading lists for teachers and parents)

- current news (link to the newsletter published jointly by the Centre for Gifted Education, Alberta Associations for Bright Children and Gifted and Talented Education Council)
- conferences (conferences in proximity to Alberta which may be of interest to educators and/or parents).

Centre for Gifted Education (University of Calgary)

- Website: http://www.ucalgary.ca/~gifteduc.
- Telephone: (403) 220–7799 in Calgary.
- The University of Alberta liaison for the Centre: Dr. Carolyn Yewchuk – telephone: (403) 492–1154 in Edmonton; fax: (403) 492-1318; e-mail: carolyn.yewchuk@ualberta.ca.

The Centre for Gifted Education is an interdisciplinary agency housed within the Faculty of Education at the University of Calgary. The Centre works with university departments and community agencies to develop and deliver graduate programs, curricular materials for teachers and workshops for parents, teachers and administrators. The Centre maintains a library, conducts a summer school program for gifted students, conducts research relating to gifted and talented individuals and serves as liaison for various interest groups in the education of the gifted.

Gifted and Talented Education Council The Alberta Teachers' Association

The Gifted and Talented Education Council (GTEC) of The Alberta Teachers' Association (ATA) is a specialist council for teachers in ECS to grade 12 with an interest in the education of gifted and talented children. GTEC is dedicated to the improvement of teaching practices of gifted and talented children in the regular classroom, pullout programs and full-time programs.

GTEC publishes a newsletter featuring council news and ideas for classroom use. Twice a year, GTEC also publishes AGATE (Alberta Gifted and Talented Education), a journal of theoretical, descriptive and research articles on all aspects of the education of gifted and talented children. Other GTEC activities include school surveys relating to gifted education, publication of teacher resources and advocacy in support of gifted education. Those who are not ATA members may become affiliate members of GTEC by phoning the ATA at (403) 453-2411 in Edmonton.

SAGE Conference

The Society for the Advancement of Gifted Education (SAGE) is an umbrella organization of primary stakeholders in gifted education in Alberta, including AABC, GTEC, Alberta Education and the Centre for Gifted Education. SAGE hosts an annual conference which alternates between Calgary and Edmonton, usually in late September. The SAGE Conference is an excellent opportunity for educators, researchers and parents to meet and to explore issues relating to gifted education. For further information about the conference, including the Youth Strand activities, parents can contact AABC (403) 422–0362 or the Centre for Gifted Education (403) 220–7799.

Special Education Branch, Alberta Education

Staff of the Special Education Branch can be reached at (403) 422–6326 in Edmonton; toll free in Alberta 310–0000; e-mail bmorban@edc.gov.ab.ca.

The Special Education Branch of Alberta Education is responsible for developing and interpreting Alberta Education legislation, policy and guidelines to assist school system personnel, parents and the public in the development and implementation of special education policy and programs to meet the needs of students with exceptional needs.

The Branch publishes a complimentary annual *Teacher Resources Catalogue* which describes resources for teachers of students with special needs, including gifted children. A new resource is currently being developed called *Teaching Students who are Gifted and Talented* and is expected to be released in mid–1998.